

**San José State University**  
**College of Social Sciences/ Department of Political Science**  
**POLS 157, International Security, Fall 2019**

**Course and Contact Information**

Instructor:	Karthika Sasikumar
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Office Hours:	12.15 to 1.15 PM on Monday and Wednesday
Class Days/Time:	Monday and Wednesday, 1.30 to 2.45 PM
Classroom:	DMH 149A

**Course Format**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. are available on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking messages on Canvas to learn of any updates.

**Course Description**

Examines theories of international security, debates over sources, conduct and termination of conflict, including but not limited to inter-state war; security decision-making; military and economic strategy; crisis management; regional security; intelligence; new and complex security issues along the war-peace continuum.

**Course Goals**

The Political Science Program Learning Outcomes are

- **Breadth**  
Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- **Application and disciplinary methods**  
Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- **Communication Skills**  
Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

- **Citizenship**

Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

CLO1. Summarize and differentiate between competing definitions of international security, and the central theories used to identify and resolve international security issues.

CLO 2. Describe and evaluate the functioning of the major tools employed by the practitioners of international security, such as international organizations, international law, diplomacy, economic and military policy, and strategic analysis.

CLO 3. Apply concepts and techniques to specific and topical areas, such as cyber-security, Weapons of Mass Destruction, civil wars, and international security organization.

CLO 4. Formulate and defend a position in oral and written argumentation, demonstrating rhetorical awareness for professional audiences

**Required Texts/Readings**

**Textbook**

There is no textbook for the course. All readings and other required resources, such as videos, will be available on Canvas under Modules. If you are unable to access them, it is your responsibility to inform me at the earliest. Full citations for the articles and videos are provided in a separate document on Canvas.

**Course Requirements and Assignments**

<b>CLO</b>	<b>Assignment</b>	<b>Points</b>	<b>Due date</b>
1	Midterm	15	October 9
2	Class wikis	10	Sep 30, Oct 21
3	Simulation 1 participation	3	Oct 28 & 30, Nov 4
3/4	Simulation 1 report	7	Nov 8
3	Simulation 2 participation	3	Dec 2 & 4
3/4	Simulation 2 oral report	5	Dec 9
3/4	Simulation 2 written report	7	Dec 11
4	Memo for Congressperson	7	Nov 18
4	Response to memo for Congressperson	3	Nov 25
1/2/3	Micro-assignments	20	Most class meetings
4	Class participation	5	Most class meetings
1	Final exam	15	Dec 13

Please note: the course is based on 100 points. Percentages do not count. The grades are not curved.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Examination or Evaluation**

A rubric for class participation is available on Canvas (see Assignment: Class Participation)

The midterm will be an in-class, closed book exam for 75 minutes. It will consist of 40 multiple choice questions, and one essay of approximately 500 words. The final exam will be an in-class, closed book exam for 75 minutes. It will consist of 20 short answer questions, and one essay of approximately 500 words. For both exams, a list of potential essay questions will be given out and discussed in class a week prior to the exam.

You will create two wikis collaboratively. Each student will be expected to contribute to the wikis, which will provide brief summaries of key terms in international security. You will also write a memo for a Congressperson of your choice, advising him or her on an international security issue.

Two simulations will be held in class. Your participation on the dates indicated in the syllabus is required. If you are unable to participate, you must inform me two weeks in advance to get an alternative assignment.

There will be a micro-assignment for most of the class sessions. Some of those will be due 24 hours before the class meeting, others will be due in class. Each will be worth 1 point. The three lowest scores will be dropped.

### **Grading Information**

All grades, including extra credit points, will be available on Canvas. Each assignment, including class participation, will have a specific rubric indicating the criteria that will be used in grading. Please make sure to read this before submitting your assignment. As per the Family Educational Rights and Privacy Act, I cannot discuss your grades via email. You must visit me during office hours, or make an appointment to discuss grades.

### **Classroom Protocol**

This is an upper-level course, therefore, I expect students to take responsibility for their educational experience. While attendance is not mandatory, a substantial percentage of your grade depends on your participation in class. You do not need to inform me about absences in class, unless you will be missing a graded activity and wish to re-take it. In those cases, you will need to provide a valid reason and be prepared to back it up with documents.

While in class, I expect you to have all electronic devices powered off. The use of cellphones, laptops, or tablets is not required or allowed in class. The only exception to this is in the case of student disability or dire emergency (please consult with me).

Expect to be called on, by name, in every class. Research has shown that active participation in class is more effective than passive listening for mastering the material. In addition, debating social issues in a civil manner is one of the learning outcomes for this course. To this end, please engage with the instructor and classmates in a manner that shows you are prepared to defend your viewpoint politely and reasonably; and that you are prepared to listen to others' viewpoints.

Please note that since this is a class about politics, there will (hopefully) be heated discussions. During these discussions, I may pose questions or make arguments that reflect various opinions. These questions or arguments need not be based on my personal convictions. My goal is to keep my own opinions out of the picture and create a positive learning experience for all. If you are concerned about the tone or content of class discussion, please contact me outside class.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## POLS 157 International Security, Fall 2019

*The schedule is subject to change with fair notice on Canvas Announcements*

### Course Schedule

Date	Topic	Readings
Aug 21	<b>Introduction</b>	
Aug 26	<b>What is security?</b>	<ul style="list-style-type: none"> <li>• <a href="#">Miller</a>, B. (2001). The Concept of Security: Should it be Redefined? <i>Journal of Strategic Studies</i>, 24(2), 13-42. Read 13-28.</li> <li>• President of the United States. (2017, December 18). A New National Security Strategy for a New Era: Summary of the National Security Strategy. Retrieved from <a href="https://www.whitehouse.gov/articles/new-national-security-strategy-new-era/">https://www.whitehouse.gov/articles/new-national-security-strategy-new-era/</a></li> </ul>
Aug 28	<b>No class</b>	Instructor's professional travel. Alternative assignment: Extra Credit 1 on Canvas
Sep 2	<b>No class</b>	Labor Day
Sep 4	<b>What is security?</b>	<a href="#">Oels, Angela</a> . 2015. "From 'Securitization' of Climate Change to 'Climatization' of the Security Field: Comparing Three Theoretical Perspectives" Pp. 185-205 in <i>Climate Change, Human Security and Violent Conflict: Challenges for Societal Stability</i> , edited by J. Scheffran, M. Brzoska, H. G. Brauch, P. M. Link and J. Schilling. Berlin: Springer Verlag.
Sep 9	<b>Is war inherent in human nature?</b>	<ul style="list-style-type: none"> <li>• <a href="#">Fukuyama</a>, Francis. 1998. "Women and the Evolution of World Politics." <i>Foreign Affairs</i> 77(5).</li> <li>• Hrdy, Sarah Blaffer. 2009. <i>Mothers and Others: The Evolutionary Origins of Mutual Understanding</i>. Cambridge, Mass.: The Belknap Press of Harvard University Press. Read 26-32.</li> </ul>

Date	Topic	Readings
Sep 11	<b>Is war a rational choice?</b>	<a href="#">Toft</a> , Monica Duffy. 2006. "Issue Indivisibility and Time Horizons as Rationalist Explanations for War." <i>Security Studies</i> 15(1):34-69. Read pages 34-57
Sep 16	<b>Is war a rational choice?</b>	<ul style="list-style-type: none"> <li>• Stein, Janice Gross. 2013. "Threat Perception in International Relations." in <i>The Oxford Handbook of Political Psychology</i>, edited by L. Huddy, D. O. Sears and J. S. Levy. Oxford: Oxford University Press.</li> <li>• <a href="#">Robin</a>, R. (2001). <i>The Making of the Cold War Enemy: Culture and Politics in the Military-Industrial Complex</i>. Princeton, NJ: Princeton University Press. Read pages 185-99.</li> </ul>
Sep 18	<b>Can you fight a rational war?</b>	<ul style="list-style-type: none"> <li>• Mackey, Thomas, Leonard Lira, and Chad Fitzgerald. 2010. Sab Al’Bor, the City of Peace: A Case Study Using the Principles of Clear, Hold, Build to Reverse Insurgency. <i>Cavalry &amp; Armor Journal</i>, 1(1), 4–11.</li> </ul>
Sep 23	<b>If you want peace, should you prepare for war?</b>	<ul style="list-style-type: none"> <li>• <a href="#">Waltz</a>, Kenneth. 1988. "The Origins of War in Neorealist Theory." <i>Journal of Interdisciplinary History</i> 18(4):615-28.</li> </ul>
Sep 25	<b>If you want peace, should you prepare for war?</b>	<a href="#">Jervis</a> , Robert. 1988. "Realism, Game Theory and Cooperation." <i>World Politics</i> 40(3):317-49. Read 322-48.
Sep 30	<b>If you want peace, should you prepare for war?</b>	Sagan, Scott D. 1993. <i>The Limits of Safety: Organizations, Accidents, and Nuclear Weapons</i> . Princeton, N.J.: Princeton University Press. Pages 62-101.
Oct 2	<b>Can we end ethnic/nationalist wars?</b>	<ul style="list-style-type: none"> <li>• Johnson, Kristin P. 2018. "Wars for Ethnic or Nationalist Supremacy." in <i>Oxford Research Encyclopedia of International Studies</i>, edited by R. Marlin-Bennett: International Studies Association.</li> <li>• <a href="#">Sambanis, Nicholas and Jonah Schulhofer-Wohl</a>. 2014, "Partitions in Practice: The Case against Dividing Iraq": Foreign Affairs Online. Retrieved August 19, 2019 (<a href="https://www.foreignaffairs.com/articles/iraq/2014-12-01/partitions-practice">https://www.foreignaffairs.com/articles/iraq/2014-12-01/partitions-practice</a>).</li> </ul>
Oct 7	<b>Does peacekeeping keep peace?</b>	<a href="#">Fortna</a> , Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War." <i>International Studies Quarterly</i> 48(2):269-92. Read 269-87.
Oct 9	<b>MIDTERM</b>	
Oct 14	<b>Should the United States uphold international security?</b>	<a href="#">Talmadge</a> , Caitlin and Joshua Rovner. 2014. "Hegemony, Force Posture, and the Provision of Public Goods: The Once and Future Role of Outside Powers in Securing Persian Gulf Oil." <i>Security Studies</i> 23:548-81. Pages 548-59, 564-65, 572-75

Date	Topic	Readings
Oct 16	<b>Should the United States uphold international security?</b>	Walt, Stephen M. 2019. "The End of Hubris and the New Age of American Restraint." <i>Foreign Affairs</i> 98(3).
Oct 21	<b>Can international organizations mitigate war?</b>	<ul style="list-style-type: none"> <li>• <a href="#">Darkwa</a>, Linda. 2016. "The Strategic Relationship between the African Union and Its Partners." Pp. 65-75 in <i>Towards an African Model for Peace Operations: From the Janjaweed to Boko Haram</i>, edited by C. de Coning, L. Gelot and J. Karlsrud. London: Zed Books.</li> <li>• <a href="#">Marten</a>, Kimberly. 2017. "Reducing Tensions between Russia and Nato." Vol. 79. New York: Council on Foreign Relations. Read pages 3-12 and 20-37.</li> </ul>
Oct 23	<b>Can international organizations mitigate war?</b>	<a href="#">Barnett</a> , Michael N. 1997. "The U.N. Security Council, Indifference, and Genocide in Rwanda." <i>Cultural Anthropology</i> 12(4):551-78. Read pages 551-75
Oct 28	<b>Intervention</b>	Simulation in class (Baltics)
Oct 30	<b>Intervention</b>	Simulation in class
Nov 4	<b>Intervention</b>	Simulation in class
Nov 6	<b>Do economic forces lead to war?</b>	<ul style="list-style-type: none"> <li>• <a href="#">Meierding</a>, Emily. 2016. "Dismantling the Oil Wars Myth." <i>Security Studies</i> 25(2):258-88.</li> <li>• <a href="#">Collier</a>, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56(4):563-95. Read pages 563-89.</li> </ul>
Nov 11	<b>No class</b>	Veterans' Day
Nov 13	<b>Do economic forces lead to war?</b>	<ul style="list-style-type: none"> <li>• Singer, P. P. W., &amp; Brooking, E. T. (2019). <i>LikeWar: The Weaponization of Social Media</i>: Houghton Mifflin Harcourt. Pages 181-200.</li> <li>• <a href="#">Becker, Jo. 2019. "The Global Machine Behind the Rise of Far-Right Nationalism." in <i>New York Times</i>.</a></li> </ul>
Nov 18	<b>How does war affect the economy?</b>	<ul style="list-style-type: none"> <li>• Leslie, Stuart W. 2000. "The Biggest 'Angel' of Them All: The Military and the Making of Silicon Valley." Pp. 48-67 in <i>Understanding Silicon Valley: The Anatomy of an Entrepreneurial Region</i> edited by M. Kenney. Stanford, CA: Stanford University Press.</li> <li>• Kaldor, Mary. 1982. "Warfare and Capitalism." Pp. 261-87 in <i>Exterminism and Cold War</i>, edited by New Left Review. London: Verso Books. Read pages 263-67, 270-78.</li> </ul>
Nov 20	<b>Who wants nuclear weapons, and why?</b>	<a href="#">Sagan</a> , Scott D. 2011. "The Causes of Nuclear Weapons Proliferation." <i>Annual Review of Political Science</i> 14:225-44.

Date	Topic	Readings
Nov 25	<b>Does deterrence still work?</b>	<ul style="list-style-type: none"> <li>• <a href="#">James</a>, Kevin R. 2018, "North Korea: There Is No Such Thing as Stable Deterrence": Real Clear Defense.</li> <li>• <a href="#">Chilton</a>, Kevin Gen. and Gregory Weaver. 2011. "Waging Deterrence in the Twenty-First Century." Pp. 63-75 in <i>Deterrence in the Twenty-First Century</i>, edited by A. C. Cain. =Maxwell Air Force Base: Air Force Research Institute and Royal United Services Institute.</li> </ul>
Dec 2	<b>Nuclear weapons</b>	Simulation in class
Dec 4	<b>Nuclear weapons</b>	Simulation in class
Dec 9	<b>Nuclear weapons</b>	Oral presentations in class—debrief of simulation
Dec 13	In class, closed book exam	